

BEHAVIOUR POLICY

Valence Primary School



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Mission Statement

In order to enable effective teaching and learning to take place and for children to feel safe and to understand their roles and responsibilities, good behaviour in all aspects of school life is necessary. Our school family works hard to create and maintain a welcoming, calm, supportive and safe learning environment in which every person is valued.

We aim to promote a positive attitude in our pupils, creating an environment in which good behaviour and empathy is expected, within a climate of trust. We see this as a three-way partnership with pupils, parents and staff all taking responsibility for their actions.

Valence Primary is a community school with a strong moral ethos. School rules are for the safety and comfort of all members of the school community. Any form of bullying, discriminatory behaviour or fighting will not be tolerated.

At Valence Primary School we have adopted the behaviour programme 'Stay on Green'.

This policy is intended to be **consistently** applied although, at times, staff will use their **professional discretion**, this includes representing Valence Primary School on external visits/trips.

Aims:

- To provide a safe environment free from disruption, violence, bullying and any form of harassment.
- To enable children to understand that acceptable behaviour is a result of mutual respect - respect for ourselves, respect for others, and respect for property.
- To promote the values of honesty, trust, fairness, tolerance, compassion, courtesy, kindness and politeness, treating others as we wish to be treated.
- To reinforce positive behaviour.
- To ensure fairness of treatment for all.
- To encourage consistency of response to both positive and negative behaviour.

Objectives:

All Adults:

- To provide a positive role model
- To have high expectations of themselves and the children
- To emphasise and reward positive behaviour
- To respond to, and deal with, unacceptable behaviour in a firm and consistent manner
- To involve and inform parents of all aspects of this policy

All Children:

- To understand that they are a valued part of the community
- To understand their role
- To discuss and share what constitutes acceptable behaviour e.g. during circle time, PHSE lessons and assemblies.
- To understand and know what is acceptable behaviour
- To be responsible for behaving in an appropriate manner.

SEN/INCLUSION

All staff should be mindful of pupils who have been identified as having Special Education Needs (SEN) when using the system. SEN may include Speech, Language and Communication Needs (SLCN); Social, Emotional and Mental Health (SEMH); Learning difficulties; Physical impairments or medical needs. Reasonable Adjustments to the system may be made to support these pupils, in conjunction with the inclusion team.

Consequences such as Alternative Lunch are not aimed for pupils with SEN but they are not exempt from them. Depending on the individual and the circumstances there may be occasions when Alternative Lunch will be deemed appropriate.

Where SEN/SEMH interventions are in place, they must be viewed as any other intervention and may not be withdrawn as a consequence of negative behaviour, including external events e.g. trips.

THE VALENCE PRIMARY SCHOOL RULES

At Valence Primary, to 'Stay on Green', we will.....

1. Listen to and co-operate with each other.
2. Follow adults' instructions.
3. Treat everyone with politeness, kindness, courtesy and respect.
4. Work to the best of our ability.
5. Move safely and calmly around school.
6. Respect our school environment.

WHOLE SCHOOL BEHAVIOUR POLICY: STAY ON GREEN

Overview

The principle behind this system is:

- That all pupils have the opportunity to make positive choices about their behaviour and influence outcomes.
- That the teachers integrate a system within daily teaching in order to promote positive behaviour and effective behaviour management skills.
- Pupils who are regularly following the rules are noticed and rewarded.

The system allows for the following:

- A consistent approach that can be used by all staff.
- Whole class/school and individual reward system.
- Least intrusive approaches are used to manage behaviour
- Teaching of specific behaviours and routines.

The system works in the following way:

- All classes should have our school rules clearly displayed and feedback about behaviour should be linked to these.
- All classes have a 'Stay on Green' display with the children's names. All children start each morning session with their name on 'green' to enable each child to have a fresh start each morning.
 - If children make negative choices their name moves onto blue, yellow or red after a clear and specific warning and steps are followed (see chart).
 - Children's names may move up or down the system at any point during the day.
 - If a child comes off green by moving to blue, yellow or red, it is the responsibility of both the child and the teacher to try to get back to green before the end of the day. The teacher is expected to prompt and give success reminders to support this.

Rewards

It is extremely important that as part of the process of maintaining a positive environment within our school, children's behaviour is acknowledged and rewarded. Positive reinforcement and interactions are extremely important because it allows us to reward and shape children's behaviour rather than constantly reminding them of their negative behaviour. (E.g. if a child is swinging on their chair, rather than asking them to stop swinging on their chair, we would praise another child who is sitting still on their chair. Or we can say thank you for stopping rather than saying stop doing it) we acknowledge that any reward system needs to be meaningful to the child. If they are not motivated by the reward it will not be effective in shaping the child's behaviour. We also acknowledge that any reward system is ineffective if the child does not link the outcome of the reward with the behaviour they have shown to achieve it. Therefore, we endeavour to try to help the child to make a connection as often as possible between their actions and the consequences.

We have a varied range of Positive Reinforcement techniques that we regularly draw upon. If a child stays on green all half term, they will receive an 'I stayed on green' certificate.

Green Time

This is awarded to the class who has accumulated the highest amount of green points in one week. A maximum of 30 minutes is allocated. This is a time for the class and teacher to choose a suitable reward for all to enjoy.

Celebration Assembly

This is a special assembly, held each week, where children's achievements are celebrated. This includes stickers for any pupils who have achieved gold, a 'Star of the Week' child chosen by the teacher and a celebration of the class who has achieved Green Time. Classes are also rewarded with additional play time for highest attendance in their key

stage and 100% punctuality. Every two weeks a class also receives a trophy for being 'the eco-friendliest' as saving on electricity and paper are actively promoted.

Children awarded a Gold Award and nominated by the teacher are invited to a Tea Party at the end of each term.

Consequences

As well as a range of rewards we also have a range of consequences which help to shape the children's behaviour. Please refer to the Stay on Green System chart below.

It is the class teacher's responsibility to inform the parents that there have been behaviour issues. Wherever possible this should be conducted discretely and in private.

Between each stage, children are given time for reflection and opportunity to change their behaviour. A range of positive Behaviour Management strategies, including warnings or reminders must be given before a consequence. Opportunities must be given to move from consequence stage back to Green.

THE 'STAY ON GREEN' SYSTEM

	Examples of behaviours	Response
<u>GOLD</u>	<p>Consistent <u>Silver</u> behaviour over a least 2 wks.</p> <p>Following the school rules at all times.</p> <p>Setting positive examples for others to follow on a daily basis.</p> <p>Demonstrating a positive attitude towards all members of staff and other pupils at all times.</p>	<p>Gold stickers: Gold award = name added to Star of the Week PowerPoint and sticker awarded in assembly.</p> <p>5 green points to class total, per child awarded.</p> <p>Positive behaviour entry on Integris.</p>
<u>SILVER</u>	<p>Consistent Bronze behaviour during the week.</p> <p>Trying hard over time to meet a particular challenge.</p> <p>Consistently following the school rules.</p> <p>Demonstrating a positive attitude towards all members of staff and other pupils.</p>	<p>Silver sticker and praise in class</p> <p>3 green points to class total, per child awarded.</p> <p>Positive behaviour entry on Integris.</p>
<u>BRONZE</u>	<p>Consistently staying on green and independently making an extra effort to e.g.</p> <p>Show care and consideration for others above expectation</p> <p>Face a particular challenge positively</p> <p>Take initiative to act responsibly</p> <p>Be a good role model to others</p> <p>Show act/s of particular kindness, helpfulness and support</p>	<p>Bronze sticker and praise in class</p> <p>2 green points to class total, per child awarded.</p>
<u>GREEN</u>	<p>Following the Valence School Rules each day i.e.;</p> <p>Listen to and co-operate with each other.</p> <p>Follow adults' instructions</p> <p>Treat everyone with politeness, kindness, courtesy and respect.</p> <p>Work to the best of our ability.</p> <p>Move safely and calmly around school.</p> <p>Respect our school environment.</p>	<p>Stay on green for the session/day.</p> <p>Certificate at half term.</p> <p>1 green point to class total, per child awarded.</p>
<u>BLUE</u> This is a reminder to get back on track	<ul style="list-style-type: none"> *Shouting / calling out during teaching time * Getting out of the seat during a task (where applicable) *Distracting other children * Talking when others are talking * Not co-operating with others where it affects learning, deliberate unkindness 	<p>Use De-escalation Techniques (Appendix B)</p> <p>Non-verbal signal.</p> <p>Verbal warning/reprimand</p> <p>Time out within class</p> <p>No parental contact required.</p>

<p><u>YELLOW</u> This is if blue behaviour persists</p>	<ul style="list-style-type: none"> * Repeatedly not following instructions despite reminders and take up time * Damaging property * Throwing things * Rudeness * Refusal to participate * Teasing, pestering or causing others distress 	<p>Use De-escalation Techniques (Appendix B)</p> <ul style="list-style-type: none"> * Time out in another class or a buddy class in same year (15 min max) * Time out during break of lunch supervised within own year group class by own year group adults (15 mins max) * Warning that further disruption will be recorded * Move to another seat/place or sit alone * parents to be informed * Recording on integris
<p><u>RED</u> This is if yellow behaviour persists</p>	<ul style="list-style-type: none"> * Walking out of class * Bullying – link to Anti Bullying Policy * Deliberate act of violence towards another * Theft * Deliberate rudeness, disrespect, verbal abuse * Deliberate refusal to follow instructions despite ‘take up’ time. * Racism (any incident of Racism must be reported to the Head teacher or Head of School) and separately recorded under the racism category on Integris. * Physical assault inc fighting * Threatening behaviour * Endangering self/others * Homophobic/sexist language/discrimination * Internet Safety compromised 	<p>Use De-escalation Techniques (Appendix A)</p> <p>Teacher to inform Year Group Lead/SLT and child’s parent/carers.</p> <p>Teacher completes Integris behaviour log.</p> <p>SLT will arrange consequence; consult with SEN team as appropriate e.g. privilege loss.</p> <p>Serious Incident: Head teacher or Head of School to arrange consequence (see below).</p> <p>Stages may be jumped according to the incident/behaviour.</p> <p>Consequences must reflect consideration for the child’s behaviour history, individual profile and the nature of the incident.</p> <p>Parents to be informed and logged on integris.</p>
<p><u>SERIOUS INCIDENT</u></p> <p><u>Or</u></p> <p><u>SERIOUS CONCERN</u></p> <p><u>Or</u></p> <p><u>REPEATED RED BEHAVIOUR</u></p>	<ul style="list-style-type: none"> * Endangering self and/or others * Behaviours that do not respond to de-escalation 	<p>Use De-escalation Techniques (Appendix A)</p> <p><u>Involvement of SLT</u></p> <p>If the child continues to exhibit red behaviour a member of SLT will meet parents and plan appropriate monitoring and intervention.</p> <p>Incident/s to be logged on Integris</p> <p>Advice may be sought from external agencies. We will consider</p> <p>I.P. (Individual Profile)</p> <p>CAF (Common Assessment Framework)</p> <p>B.S.P. (Behaviour Support Plan)</p> <p>P.S.P. (Pastoral Support Plan)</p>

		Loss of privilege e.g. trips, party Internal Exclusion (not intervention) Fixed term external exclusion. Referral to alternative provision. Exclusion. (See Appendix A)
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Appendix A

Time out / Reflection Time in other classes

If pupils are to be sent out of their class for 'Reflection Time', they should be escorted to another class with a reflection sheet, for 15 minutes maximum. Do not send a child out without instruction as to their destination and informing the receiving adults. Children should not be asked to stand outside classes.

Internal Exclusion

- If a serious incident has occurred, the class teacher should involve a member of SLT. The Head Teacher will decide consequences according to pupil needs. SLT will inform parents if the child is to be internally excluded.
- During an internal exclusion the pupil must work outside of their class – within another class or another designated area for a stipulated fixed period that is decided by the Head teacher (as above, pupil needs in relation to the incident, will be considered carefully in consultation with parents).
- The child will complete a work pack prepared by the teacher at their appropriate level. They will work independently and should be given minimal attention.
- For an internal exclusion to be completed successfully the child must sit calmly and quietly in their seat and complete their work independently. If the child does require support they need to stay in their seat and politely ask for help.
- Once they have completed their work pack they should then have reflection time with the member of staff supervising about which rule they broke and consider whether any further reparation needs to take place prior to returning to class (e.g. mediation with another child, genuine apology).
- If the child is showing they are ready to return to class, either the member of staff on duty, or a member of SLT will escort them back to their classroom. If any reparation needs to take place this should do so, with agreement from the class teacher, then all adults need to welcome the child back to class and give them a fresh start.

External Exclusions

The London Borough of Barking and Dagenham's criteria for exclusions are as follows:

- Serious breach of the school's rules or policies
- Risk of harm to the education or welfare of the pupil or others in the school
- Violent behaviour towards staff members
- Violent behaviour towards pupils
- Abusive/aggressive/threatening behaviour towards staff members
- Abusive/aggressive/threatening behaviour towards pupils
- Refusal to accept authority of the teacher/school
- Racist/Sexist behaviour

A decision to exclude a pupil, either for a fixed period or permanently is seen as a last resort by the school while always bearing in mind our duty of care to pupils and staff. The school is responsible for communicating to pupils, parents and staff its expectations of standards of conduct.

Fixed Term Exclusion

A fixed term exclusion will be used for the shortest time necessary to secure benefits without adverse educational consequences.

Exclusion for a period of time from half a day to 5 days for persistent or cumulative problems would be imposed only when the school had already offered and implemented a range of support and management strategies. These could include:

- Discussion with the pupil
- Mentoring (adult support)
- Discussion with parents
- Setting targets and agreeing an individual action plan
- Checking on any possible provocation
- Internal exclusion
- Multi-agency support

Exclusion will not be used for minor incidents (e.g. lateness, poor academic performance or breaches of uniform rules).

The decision to exclude

If the Head Teacher decides to exclude a pupil he/she will

- Ensure that there is sufficient recorded evidence to support the decision
- Explain the decision to the pupil
- Contact the parents, explain the decision and ask that the child be collected
- Send a letter to the parents confirming the reason for the exclusion, whether it is a permanent or temporary exclusion, the length of the exclusion and any terms or conditions agreed for the pupil's return
- In cases of more than a day's exclusion, ensure that appropriate work is set and that arrangements are in place for it to be marked
- Plan how to address the pupil's needs on his/her return
- Plan a meeting with parents and pupil on his/her return

Single Incident

Temporary exclusion may be used in response to a serious breach of school rules and policies or a disciplinary offence. In such cases the Head teacher will investigate the incident thoroughly, usually via the management team, and will consider all evidence to support the allegation, taking account of the school's policies. The pupil will be encouraged, and if necessary be supported by familiar staff or parents, to give his/her version of events. A member of the Senior Leadership Team will check to find out whether the incident may have been provoked, for example by bullying or harassment.

Students Returning from a Fixed Term Exclusion

All students returning from a Fixed Term Exclusion are required to attend a Reintegration Meeting, accompanied by a parent. This meeting will seek to establish practical ways in which further exclusion can be avoided and behaviour modified to acceptable standards in partnership between student, parent and school.

Permanent Exclusion

A permanent exclusion is a very serious decision and the Head teacher will consult with the governing body before enforcing it. As with a temporary exclusion, it will follow a range of strategies and be seen as a last resort, or it will be in response to a very serious breach of school rules and policies, such as:

- Serious actual or threatened violence against another pupil or a member of staff
- Possession or use of an illegal drug on the school premises
- Carrying an offensive weapon
- Persistent bullying
- Racial harassment
- Persistent disruptive behaviour

The safety of the child is always considered before a permanent exclusion is considered.

Marking Attendance Registers following Exclusion

When a pupil is excluded temporarily, he/she will be marked as absent using Code E.

Notification of an Exclusion

- 1) Parents will be notified as soon as possible of the decision to exclude a student and the reason for the exclusion. This will be done on the day of the exclusion being authorised by either direct phone contact or a face-to-face meeting. A written confirmation of the reason(s) for the exclusion will be sent to parents the same day.
- 2) In the case of a Permanent Exclusion parents will be notified by the Head Teacher in a face-to-face meeting.
- 3) A student who has been excluded will have the reason for his/her exclusion explained to them by a member of staff so that they understand the nature of their misbehaviour.
- 4) The school will also work to put in place a programme for the pupil on his/her return. This will include input from staff at the school, parents, if appropriate, and any other appropriate bodies e.g. School Home Support Practitioner, Attendance Service or the Local Authority. Should it be decided for whatever reason that the matter needs to be put in the hands of another agency i.e. the incident leads to the discovery that there is a child protection issue, the school will continue to monitor the situation and work closely with that agency. It is hoped that in most cases following an exclusion, the child will be able to return to school and that further input will promote in him/her a more positive attitude and a subsequent improvement in behaviour.
- 5) The Chair of Governors, LA Inclusion Officer and relevant school staff will be notified of all Fixed Term Exclusions the same day of the production of the exclusion letter, which they will receive a copy of; it will clearly outline the reasons for the exclusion.

Appeals

All correspondence regarding an exclusion from the school will inform parents of their right to appeal to the Governing Body against the decision to exclude. This procedure is clearly set out in the statutory guidance. The person who should be contacted to initiate an appeal is the Clerk to the Governors.

Appendix B

DE-ESCALATION TECHNIQUES

Planned ignoring. We recognise that any attention, whether positive or negative, is often a motivator for children. Therefore, wherever possible we give minimal attention to negative behaviour

Modelling. We demonstrate the desired behaviour. E.g. if a child is calling out on the carpet a Teaching Assistant may model sitting up straight and folding their arms.

Cueing. We try to cue behaviour by giving a general reminder of the desired behaviour to the whole class without mentioning the name of the child who is not behaving appropriately. E.g. "I am just reminding everyone that we need to put up our hand if we would like to say something."

Shaping. If a child is partially doing the right thing we can praise them for what they are doing right and ask them to also do something else. E.g. "Well done Courtney, I love the way you are sitting quietly without fidgeting, now I would also like you to show me some eye contact."

Proximity Praise. We praise a child who is doing the 'right thing' when they are sitting next to a child not following instructions. E.g. "I love the way Jack is sitting so beautifully", then magically, Rebecca starts to sit beautifully too!

If a child is "locked into" a negative behaviour and are clearly **choosing** not to follow instructions, again, before we even use the system we may use:

Humour. This does of course depend on the relationship between the adult and child but can be very effective in diffusing situations.

Negotiation. Again, depending on the situation and the relationship we often "make a deal" with the child, this can allow the child to "save face" and not feel that they are completely backing down

Transfer adult Again, this can allow the child to feel that they have not lost face or if they are feeling angry with one particular adult, a change of adult may diffuse the situation

Distraction – sometimes it is possible to distract a child out of a negative behaviour pattern. E.g. if a child is tapping a pencil and has not responded to cueing, shaping, modelling etc. the child could be asked to do a small job

Of course, we all need to hold on to the assumption that children will behave positively and do the right thing. If we have tried a range of the above strategies, and the child is clearly **choosing** to behave inappropriately we must ensure that our expectation is absolutely explicit and clear.

It is essential that the child understands what our expectation of them is. Therefore we need to then give them a clear instruction:

Ask once nicely e.g. "Joe, I am finding it hard to concentrate while you are tapping your pencil. Could you stop please?"

If this does not work:

Ask once firmly e.g. "You need to stop tapping."

If this does not work:

Then move the child's name down the consequence system. This serves as a "**Rule Reminder**"

Appendix C

Alternative Lunch Protocol

- AL is for any pupil who has displayed **RED** behaviour.
- AL is not intended for pupils with SEN but may be required in certain circumstances.
- Only one AL can ever be given at any time.
- AL will take place from 12.00-1.00
- Class Teachers should escort any pupils on AL to the room where they will be met by the member of staff on duty.
- Class Teachers should ensure an “Alternative Lunch Form” has been completed and handed to the member of staff on duty.
- A register will be taken and those children in AL will be monitored. In the event of any child repeatedly attending AL, further intervention will be considered.
- Pupils will eat their lunch in the room in.
- They will then complete a reflection sheet.
- The member of staff on duty will spend time with the pupil reflecting upon their behaviour.
- Pupils will line up with their class in the playground ready to rejoin lessons after lunch.
- It is Class Teachers’ responsibility to inform parents / carers that their child attended

APPENDIX D

ALTERNATIVE LUNCH – RED BEHAVIOUR

Name of Pupil		Class	
Referred by		Date	
Details of Incident Please highlight appropriately.	<ul style="list-style-type: none">- Out of lesson without permission- Bullying- Physical assault against an adult or child- Swearing- Theft- Abuse against adult (verbal/threatening behaviour)- Continuation of yellow behaviours- Internet safety		
Location of Incident			
Time of Incident			
Witnesses			
Time in Nuture Zone?	Mins		
Received by		Time	